Texas Education Agency

2019-20 Federal Report Card for Texas Public Schools

District Name: RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN)

District ID: 014801

Part (i): Description of State Accountability System

- (I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;
- (II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;
- (III) the indicators used to meaningfully differentiate all public schools in the State;
- (IV) the State's system for meaningfully differentiating all public schools in the State, including --
- (aa) the specific weight of the indicators in such differentiation;
- (bb) the methodology by which the State differentiates all such schools;
- (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
- (dd) the methodology by which the State identifies a school for comprehensive support and improvement;
- (V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;
- (VI) the exit criteria established by the State, including the length of years established.

On March 27, 2020, the U.S. Department of Education (USDE) waived statewide assessment, accountability and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-20 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19). The waiver includes the report card provisions in section 1111(h)(1)(C)(i) (accountability system description).

Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2020-21 school year:

Comprehensive Support and Improvement Schools, Targeted Support and Improvement Schools and Additional Targeted Support Schools.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2019-20 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(ii) (assessment results) for the 2019-20 school year.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2019-20 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (other academic indicator results) for the 2019-20 school year.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2019.

	S	African America n		Whit e	America n Indian		Pacific Islande r		Econ Disad v	CWD	EL^	Homeless ^	Foste r Care^
	Graduatio												
4-year Lo	ongitudin	al Cohort	Graduat	ion Ra	te (Gr 9-1	2): Clas	ss of 201	9					
All Students	25.1%	23.8%	21.4%	36.8 %	0.0%	100.0 %	*	28.6 %	22.6%	24.6 %	12.8 %	18.2%	40.0%
CWD	24.6%	28.6%	20.8%	36.4 %	*	1	-	*	20.6%	24.6 %	10.0 %	26.3%	-
CWO D	25.2%	23.1%	21.5%	36.9 %	0.0%	100.0	*	33.3 %	22.8%	ı	13.0 %	17.1%	40.0%
EL^	12.8%	*	13.3%	*	-	-	-	-	8.3%	10.0 %	12.8 %	10.0%	-
Male	18.8%	14.0%	16.9%	28.9 %	0.0%	*	-	0.0%	17.8%	14.1 %	9.6%	12.3%	*
Femal e	32.1%	35.0%	26.4%	45.5 %	*	*	*	50.0 %	27.9%	37.3 %	17.3 %	24.0%	*

Indicates results are masked due to small numbers to protect student confidentiality.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2020 TELPAS (Texas English Language Proficiency Assessment System) data.(EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iv) (English language proficiency results) for the 2019-20 school year.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(v) (school quality or student success indicator results) for the 2019-20 school year for elementary schools and secondary schools without a graduation rate. For secondary schools with CCMR (college, career, and military readiness) data, the results are reported.

^{&#}x27;-' Indicates there are no students in the group.

^{&#}x27;^' Ever in grades 9-12

	All Students	African American		White	American Indian		Pacific Islander		Econ Disadv	CWD	EL
School Quality (College, C	areer, and	Military Ro	eadines	ss Perform	ance)					
%Students meeting CCMR	20%	25%	17%	22%	*	*	*	15%	19%	43%	11%
'*' Indicates re				umbers	to protect s	tudent o	confidentia	ality.			

^{&#}x27;-' Indicates there are no students in the group.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress) for the 2019-20 school year.

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vii) (percentage of students assessed and not assessed) for the 2019-20 school year.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

	Total student s	African America n	Hispani c	Whit e	Indian or Alask a Native	Asia n	Pacific Islande r	Two or More Race s	EL	Students with Disabilitie s	Students with Disabilitie s (Section 504)
Students Without Di	sabilities										
In-School Suspension	ns										
Male	19	6	10	3	0	0	0	0	4		
Femal e	9	1	6	2	0	0	0	0	0		
Total	28	7	16	5	0	0	0	0	4		
Out-of-School Susper	nsions				-			•			
Male	175	43	103	25	1	0	0	3	7		
Femal e	132	52	58	17	0	0	0	5	7		
Total	307	95	161	42	1	0	0	8	14		
Expulsions											

		Total	African	Hispani	Whit	Indian	Asia	Pacific	Two	EL	Students	Students
		student	America	С	е	or	n	Islande	or		with	with
		s	n			Alask		r	More		Disabilitie	Disabilitie
						a Native			Race s		S	(Section
												504)
With	Male	0	0	0	0	0	0	0	0	0		
Educationa												
l Services	Femal	0	0	0	0	0	0	0	0	0		
	e	U	U	U	0	U	U	U	U	U		
	Total	0	0	0	0	0	0	0	0	0		
Without	Male	20	4	11	3	0	1	0	1	0		
Educationa												
I Services												
	Femal	11	1	5	4	0	0	0	1	1		
	e Total	31	5	16	7	0	1	0	2	1		
Under	Male	0	0	0	0	0	0	0	0	0		
Zero						J	J			J		
Tolerance												
Policies				_					_			
	Femal	0	0	0	0	0	0	0	0	0		
	e Total	0	0	0	0	0	0	0	0	0		
School-Rela			U	U	U	U	U	U	U	U		
OCHOO!-INGIO	Male	1	0	1	0	0	0	0	0	0		
	Femal	1	0	0	1	0	0	0	0	0		
	е						·					
	Total	2	0	1	1	0	0	0	0	0		
Referrals to	Law Enfo	rcement										
	Male	4	2	1	0	0	1	0		0		
	Femal	3	0	2	1	0	0	0	0	0		
	e Total	7	2	2		0	4	0	0	0		
Students W	Total		2	3	1	0	1	0	0	0		
In-School S												
III Ochool O	Male	5	2	1	2	0	0	0	0	2		2
	Femal	4	1	2	1	0	0	0	0	1		0
	е											
	Total	9	3	3	3	0	0	0	0	3		2
Out-of-Scho												
	Male	58	21	23	10	2	0	0	2	4		14
	Femal	21	8	9	2	0	0	0	2	1		8
	e Total	79	29	32	12	2	0	0	4	5		22
Expulsions	i Ulai	19	29	32	12		U	U	4	J		
With	Male	0	0	0	0	0	0	0	0	0		0
Educationa		Ŭ	J	J		J	J	Ŭ		J		Ĭ
l Services												
	Femal	0	0	0	0	0	0	0	0	0		0
	e T.I											
\\/:41 · ·4	Total	0	0	0	0		0	0		0		0
Without Educationa	Male	0	0	0	0	0	0	0	U	0		0
I Services												

		Total student		Hispani c	Whit e	Indian or	Asia n		Two or	EL	Students with	Students with
		s	n			Alask		r	More		Disabilitie	Disabilitie
						a Native			Race s		s	s (Section
						INALIVE			3			504)
	Femal e	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance	Male	0	0	0	0	0	0	0	0	0		0
Policies	Femal e	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Rela	ated Arres	ts										
	Male	0	0	0	0	0	0	0	0	0		0
	Femal e	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to	Law Enfo	rcement								•		
	Male	1	1	0	0	0	0	0	0	0		0
	Femal e	0	0	0	0	0	0	0	0	0		0
	Total	1	1	0	0	0	0	0	0	0		0
All Studen	ts											
Chronic Ab	senteeism											
	Male	1,291	191	864	213	3	2	4	14	74	171	-
	Femal e	1,386	211	903	231	6	7	4	24	71	115	-
	Total	2,677	402	1,767	444	9	9	8	38	14 5	286	_
	1											

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	49
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	1
On the basis of race	1
On the basis of disability	0
On the basis of sexual orientation	1
On the basis of religion	0

Total

Part (viii)(II) This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native		Pacific Islander			Students with Disabilities
Preschool Progran	ns										
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-		-
·	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Cours	ework										
Advanced Placement Courses	Male	-	-	-	-	-	-	_	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	6	0	5	1	0	0	0	0	0	0
	Female	6	0	5	1	0	0	0	0	0	0
	Total	12	0	10	2	0	0	0	0	0	0

- -' Indicates there are no data available in the group.
- '-3' Indicates skip logic failure.
- '-8' Indicates EDFacts missing data.
- '-9' Indicates not applicable / skipped.
- '-11' Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All S	chool	High-P Sch	overty ools	Low-Poverty Schools		
	Number	Percent	Number	Percent	Number	Percent	
Inexperienced Teachers, Principals, and Other School Leaders	39.2	49.0%	6.0	41.1%			
Teachers Teaching with Emergency or Provisional Credentials	1.9	2.6%	1.0	7.4%			

	All So	chool	High-P Sch		Low-Poverty Schools		
	Number	Percent	Number	Number Percent		Percent	
Teacher Who Are Not Teaching in the Subject	1.0	1.4%	1.0	7.4%			
or Field for Which							
the Teacher is Certified or Licensed							
the Teacher is Certified or Licensed							

Indicates there are no data available in the group.
 Blank cell indicates data are not applicable to this report.

Part (x): Per-Pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the 2019-20 fiscal year.

To be updated by June 30th, 2021.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2019-20 school year.

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-20 school year.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 Percentages at NAEP Achievement Levels

				elow sic		Above sic	% At or Profi		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9

Grade S	Subject	Student Group								
		otaaciit Gioap	ΤX	US	TX	US	TX	US	TX	US
		Black	24	35	76	65	32	20	3	2
T'		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
Grade 8 F	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
		T								
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80 *	80	44 *	44	13	13
		American Indian		49		51		15		3
		Asian	10 *	12	90	88	71 *	64	36 *	33
		Pacific Islander		45		55		21		4
		Two or More Races	25	27	75 50	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%

Grade	Subject	Student Group	Rate
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

^{&#}x27;*' Indicates reporting standards not met.

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2017-18 school year enrolled in a Texas public postsecondary education institution in the 2018-19 academic year. (CWD: children with disability; EL: English learner)

	All Students	African American	•	White	American Indian		Pacific Islander			CWD	EL
In-State Public Institutions	16%	15%	14%	16%	*	*	*	*	14%	11%	*

^{*} Indicates results are masked due to small numbers to protect student confidentiality.

Texas Education Agency | Governance and Accountability | Performance Reporting

December 2020

^{&#}x27;n/a' Indicates data reporting is not applicable for this group.

^{&#}x27;-' Indicates there are no students in the group.

Texas Education Agency

2019-20 Federal Report Card for Texas Public Schools

Campus Name: RICHARD MILBURN ACADEMY AMARILLO

Campus ID: 014801008

District Name: RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN)

Part (i): Description of State Accountability System

- (I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;
- (II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students:
- (III) the indicators used to meaningfully differentiate all public schools in the State;
- (IV) the State's system for meaningfully differentiating all public schools in the State, including --
- (aa) the specific weight of the indicators in such differentiation;
- (bb) the methodology by which the State differentiates all such schools;
- (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
- (dd) the methodology by which the State identifies a school for comprehensive support and improvement;
- **(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;
- (VI) the exit criteria established by the State, including the length of years established.

On March 27, 2020, the U.S. Department of Education (USDE) waived statewide assessment, accountability and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-20 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19). The waiver includes the report card provisions in section 1111(h)(1)(C)(i) (accountability system description).

Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2020-21 school year:

<u>Comprehensive Support and Improvement Schools</u>, <u>Targeted Support and Improvement Schools</u> and <u>Additional Targeted</u>

<u>Support Schools</u>.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2019-20 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(ii) (assessment results) for the 2019-20 school year.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2019-20 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (other academic indicator results) for the 2019-20 school year.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2019.

	All Student s	African America n	Hispani c	White	America n Indian	Asia n	Pacific Islande r		Econ Disad V	CWD	EL ^	Homeless ^	Foste r Care^
Federal (
4-year Lo	ongitudin	al Cohort	Graduation	on Rate	e (Gr 9-12)): Clas	s of 2019	9					
All Students	53.3%	54.5%	53.2%	50.0 %	*	*	-	*	52.0%	40.0 %	*	56.3%	*
CWD	40.0%	-	40.0%	*	*	-	-	-	33.3%	40.0 %	1	*	-
CWOD	54.5%	54.5%	54.4%	50.0 %	-	*	-	*	53.8%	-	*	61.5%	*
EL^	*	-	*	*	-	•	-	-	*	-	*	-	-
Male	42.6%	*	48.0%	34.8 %	-	*	-	-	41.3%	*	*	60.0%	-
Femal e	61.8%	71.4%	56.8%	66.7 %	*	*	-	*	60.7%	50.0 %	*	54.5%	*

Indicates results are masked due to small numbers to protect student confidentiality.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2020 TELPAS (Texas English Language Proficiency Assessment System) data.(EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iv) (English language proficiency results) for the 2019-20 school year.

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^{-&#}x27; Indicates there are no students in the group.

^{&#}x27;^' Ever in grades 9-12

	All Students	African American		White	American Indian		Pacific Islander		Econ Disadv	CWD	EL
School Quality (College, Ca	reer, and I	Military Re	adines	s Performa	ance)					
%Students meeting CCMR	10%	*	9%	11%	-	-	-	-	9%	40%	-
'*' Indicates re	sults are m	asked due t	o small nu	mbers t	o protect st	udent c	onfidentia	lity			

^{&#}x27;-' Indicates there are no students in the group.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress) for the 2019-20 school year.

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vii) (percentage of students assessed and not assessed) for the 2019-20 school year.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

	Total studen		Hispan ic			Asian	Pacific Islander		E	Students with	Students with
	ts	an			Native			More		Disabiliti	Disabilities
								Race		es	(Section
								s			504)
Students Without	Disabili	ties									
In-School Suspens	sions										
Male	0	0	0	0	0	0	0	0	0		
Fema le	2	0	1	1	0	0	0	0	0		
Total	2	0	1	1	0	0	0	0	0		
Out-of-School Sus	pensions										
Male	10	0	8	2	0	0	0	0	0		
Fema le	2	1	0	1	0	0	0	0	0		
Total	12	1	8	3	0	0	0	0	0		
Expulsions								•			

		Total	African	Hispan	Whit	Indian or	Asian	Pacific	Two	Е	Students	Students
		studen	Americ	ic	е	Alaska		Islander	or		with	with
		ts	an			Native			More			Disabilities
									Race s		es	(Section 504)
With	Male	0	0	0	0	0	0	0	0	0		
Education												
al												
Services	Fomo	0	0	0	0	0		0	0	0		
	Fema le	U	U	U	U	U	0	U	U	U		
	Total	0	0	0	0	0	0	0	0	0		
Without	Male	2	0	2	0	0	0	0	0	0		
Education												
al Services												
Services	Fema	2	0	0	1	0	0	0	1	0		
	le				'	J			'	J		
	Total	4	0	2	1	0	0	0	1	0		
Under	Male	0	0	0	0	0	0	0	0	0		
Zero												
Tolerance Policies												
. 0110100	Fema	0	0	0	0	0	0	0	0	0		
	le											
	Total	0	0	0	0	0	0	0	0	0		
School-Re			1	1	1							
	Male	0	0	0	0	0		0		0		
	Fema le	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals t							J		Ŭ			
	Male	0	0	0	0	0	0	0	0	0		
	Fema	0	0	0	0	0	0	0	0	0		
	le											
0	Total	0	0	0	0	0	0	0	0	0		
Students												
In-School	Suspens Male	ions 1	0	0	1	0	0	0	O	0		1
	Fema		0	0	0	0	0	0	0	0		<u> </u>
	le				J				Ĭ	J		
	Total	1	0	0	1	0	0	0	0	0		1
Out-of-Sch												
	Male	2	0	0	2	0		0		0		1
	Fema	3	1	1	1	0	0	0	0	0		2
	le Total	5	1	1	3	0	0	0	0	0		3
Expulsions		၂	I I	!	3	U	U	U	U	U		<u></u>
With	Male	0	0	0	0	0	0	0	0	0		0
Education								-				
al												
Services	Far: -					-		^		_		
	Fema le	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without	Male	0	0	0	0			0		0		0
Education												

		Total studen ts	African Americ an			Indian or Alaska Native	Asian	Pacific Islander				with Disabilities
al Services												
	Fema le	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Fema le	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Re	elated Arı	ests										
	Male	0	0	0	0	0	0	0	0	0		0
	Fema le	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals t	to Law E	nforceme	ent									
	Male	0	0	0	0	0	0	0	0	0		0
	Fema le	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Stude	nts											
Chronic A	bsenteeis	sm										
	Male	107	4	54	46	-8	2	-8		3		-8
	Fema le	109	13	53	40	1	-8	-8	2	1	12	-8
	Total	216	17	107	86	1	2	-8	3	4	29	-8

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	2
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Total

Part (viii)(II) This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

			African America n	Hispani c	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races		Students with Disabilitie s
Preschool P	rogram	S									
	Male	-9		-9	-9	-9	-9	-9	-9	-9	
	Fem ale	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Accelerated	Course	ework									
Advance d	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Placement Courses											
	Fem ale	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Internatio nal Baccalaure ate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Fem ale	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/ Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Fem ale	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.
- '-3' Indicates skip logic failure.
- '-8' Indicates EDFacts missing data.
- '-9' Indicates not applicable / skipped.
- '-11' Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All S	chool
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	5.0	58.1%
		•
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
	•	
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-
'-' Indicates there are no data available in the group.		
Blank cell indicates data are not applicable to this report.		

Part (x): Per-Pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the 2019-20 fiscal year.

To be updated by June 30th, 2021.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2019-20 school year.

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-20 school year.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 Percentages at NAEP Achievement Levels

				elow sic		r Above sic	% At or Profi		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22 23		78 77		48 45		12	12
		American Indian	*	* 50		50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1

				elow isic		r Above asic		r Above icient	% At Advanced		
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US	
	Mathematics	Overall	16	19	84	81	44	41	9	9	
	Mathematics	Black	24	35	76	65	32	20	3	2	
	+		19	27	81	73		28	4	3	
	+	Hispanic White	8		92	89	35 59	52		12	
	+		*	11	9Z *	67	*	24	16	4	
	+	American Indian Asian		33 7							
			4		96	93	82 *	69	45 *	28	
		Pacific Islander		36		64		28		6	
		Two or More Races	9	16	91	84	51	44	9	10	
		Econ Disadv	21	29	79	71	32	26	3	3	
		Students with Disabilities	55	54	45	46	13	14	1	2	
		English Language Learners	24	41	76	59	29	16	2	1	
Crada 9	Dooding	Overell	33	27	67	73	25	34	2	4	
Grade 8	Reading	Overall		.	47						
		Black	53	46		54	41	15	n/a	1	
		Hispanic	38	37	62	63	19	22	1	2	
		White	20	18	80	82	35 *	42	3	5	
		American Indian		41		59		19		1	
		Asian	8	13	92	87	59 *	57	11 *	13	
		Pacific Islander		37		63		25		2	
		Two or More Races	26	24	74	76	25	37	1	5	
		Econ Disadv	43	40	57	60	15	20	n/a	1	
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a	
		English Language Learners	66	72	34	28	4	4	n/a	n/a	
	N 4 - 41 4:	0	00	04	00	00	00	0.4	T -	40	
	Mathematics	Overall	32	31	68	69	30	34	7	10	
		Black	48	53	52	47	16	14	2	2	
		Hispanic	37	43	63	57	21	20	3	4	
		White	20	20	80 *	80	44 *	44	13	13	
	+	American Indian		49		51		15		3	
	+	Asian	10	12	90	88	71	64	36	33	
		Pacific Islander	*	45	*	55	*	21	*	4	
		Two or More Races	25	27	75	73	41	38	11	12	
		Econ Disadv	41	46	59	54	19	18	2	3	
		Students with Disabilities	73	73	27	27	5	6	1	2	
		English Language Learners	60	72	40	28	8	5	1	1	

State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%

Grade	Subject	Student Group	Rate
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

^{&#}x27;*' Indicates reporting standards not met.

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2017-18 school year enrolled in a Texas public postsecondary education institution in the 2018-19 academic year. (CWD: children with disability; EL: English learner)

	All Students	African American		White	American Indian		Pacific Islander				EL
In-State Public Institutions	24%	*	26%	22%	-	*	-	*	23%	*	*

Indicates results are masked due to small numbers to protect student confidentiality.

Texas Education Agency | Governance and Accountability | Performance Reporting

December 2020

^{&#}x27;n/a' Indicates data reporting is not applicable for this group.

^{&#}x27;-' Indicates there are no students in the group.

Texas Education Agency

2019-20 Federal Report Card for Texas Public Schools

Campus Name: RICHARD MILBURN ACADEMY CORPUS CHRISTI

Campus ID: 014801007

District Name: RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN)

Part (i): Description of State Accountability System

- (I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;
- (II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students:
- (III) the indicators used to meaningfully differentiate all public schools in the State;
- (IV) the State's system for meaningfully differentiating all public schools in the State, including --
- (aa) the specific weight of the indicators in such differentiation;
- (bb) the methodology by which the State differentiates all such schools;
- (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
- (dd) the methodology by which the State identifies a school for comprehensive support and improvement;
- (V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;
- (VI) the exit criteria established by the State, including the length of years established.

On March 27, 2020, the U.S. Department of Education (USDE) waived statewide assessment, accountability and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-20 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19). The waiver includes the report card provisions in section 1111(h)(1)(C)(i) (accountability system description).

Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2020-21 school year:

<u>Comprehensive Support and Improvement Schools</u>, <u>Targeted Support and Improvement Schools</u> and <u>Additional Targeted</u>

<u>Support Schools</u>.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2019-20 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(ii) (assessment results) for the 2019-20 school year.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2019-20 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (other academic indicator results) for the 2019-20 school year.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2019.

	All Student s	African America n	Hispani c	White	America n Indian	Asia n	Pacific Islande r		Econ Disad v	CWD	EL ^	Homeless ^	Foste r Care^	
Federal (Federal Graduation Rates													
4-year Lo	ngitudin	al Cohort (Graduatio	on Rate	e (Gr 9-12)	: Clas	s of 2019	9						
All Students	12.2%	0.0%	9.4%	26.5 %	*	-	*	-	11.4%	30.0	*	4.2%	-	
CWD	30.0%	*	25.0%	*	-	-	-	-	29.4%	30.0	-	20.0%	-	
CWOD	9.9%	0.0%	7.3%	22.6 %	*	-	*	-	8.7%	-	*	0.0%	-	
EL^	*	-	*	-	-	-	-	-	*	-	*	-	-	
Male	7.8%	*	7.4%	11.8 %	*	-	-	-	9.1%	11.1 %	*	0.0%	-	
Femal e	16.5%	*	11.3%	41.2 %	-	-	*	-	13.6%	45.5 %	*	8.3%	-	

Indicates results are masked due to small numbers to protect student confidentiality.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2020 TELPAS (Texas English Language Proficiency Assessment System) data.(EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iv) (English language proficiency results) for the 2019-20 school year.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(v) (school quality or student success indicator results) for the 2019-20 school year for elementary schools and secondary schools without a graduation rate. For secondary schools with CCMR (college, career, and military readiness) data, the results are reported.

^{-&#}x27; Indicates there are no students in the group.

^{&#}x27;^' Ever in grades 9-12

	All Students	African American		White	American Indian		Pacific Islander			CWD	EL
School Quality (College, Ca	reer, and I	Military Re	adines	s Performa	ance)					
%Students meeting CCMR	26%	-	26%	25%	-	*	-	-	31%	54%	-
'*' Indicates re				mbers t	o protect st	udent c	onfidentia	lity.			

^{&#}x27;-' Indicates there are no students in the group.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress) for the 2019-20 school year.

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vii) (percentage of students assessed and not assessed) for the 2019-20 school year.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

	Total studen ts	Americ an			Indian or Alaska Native		Islander	_	L	with	with Disabilities
Students Without	Disabili	ties									
In-School Suspens	ions										
Male	0	0	0	0	0	0	0	0	0		
Fema	0	0	0	0	0	0	0	0	0		
le											
Total	0	0	0	0	0	0	0	0	0		
Out-of-School Susp	pensions										
Male	20	1	15	3	0	0	0	1	0		
Fema	10	0	9	1	0	0	0	0	0		
le											
Total	30	1	24	4	0	0	0	1	0		
Expulsions				•							

Studen Americ Stander Americ Stander Stander			Total	African	Hispan	Whit	Indian or	Asian	Pacific	Two	Е	Students	Students
Mith				Americ	ic		Alaska			or		with	with
With Male			ts	an			Native			More			
With Male Column Colum												es	
Education al Services Fema 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	With	Male	0	0	0	0	0	0	0	_	0		004)
Services													
Fema													
	Services	F	0	0	0		0	0	0	0	_		
Total			U	U	U	U	U	U	U	U	U		
Without Male 2			0	0	0	0	0	0	0	0	0		
al Services Fema 2 0 0 2 0 0 0 0 0 0	Without			0					0	1			
Services													
Fema	al Comitoso												
	Services	Fomo	2	0	0	2	0	0	0	0	Λ		
Total 4		_			U		U		U	١	U		
Under Zero Zero Zero Zero Zero Zero Zero Ze			4	0	1	2	0	0	0	1	0		
Total			0						0	0	-		
Policies	Zero												
Fema													
	Policies	Fema	0	0	0	0	0	0	0	0	Λ		
School-Related Arrests		_	U	U	U	U	U	U	U	Ŭ	U		
Male		Total	0	0	0	0	0	0	0	0	0		
Fema	School-Re	lated Arı	rests										
Ie		Male	0	0			0		0	0	0		
Total 0			0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement			0	0	0	0	0	0	0	0	_		
Male	Referrals t				U	U	U	U	U	U	U		
Fema 2	Referrais				0	0	0	0	0	0	0		
										_	_		
Students With Disabilities In-School Suspensions Male		le											
In-School Suspensions					2	0	0	0	0	0	0		
Male													
Fema	In-School				اء	اء	_	_1	_		_		-
le				0					_				0
Total 0 0 0 0 0 0 0 0 0			U	U	U	U	U	U	U	U	U		U
Out-of-School Suspensions Male 9 0 8 1 0 0 0 0 0 4 Fema 3 0 3 0 0 0 0 0 0 0 0 0 3 0 <t< td=""><td></td><td></td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td></td><td>0</td></t<>			0	0	0	0	0	0	0	0	0		0
Male 9 0 8 1 0 0 0 0 0 0 4 Fema 3 0 3 0 0 0 0 0 0 0	Out-of-Sch				Ü					<u> </u>			
Fema 3 0 3 0 0 0 0 0 0 0					8			0	0	0	0		4
Total 12 0 11 1 0 0 0 0 0 0		Fema		0		0	0		0	0	0		3
Expulsions With Male 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0													
With Education al Services Fema 0	Eventein		12	0	11	1	0	0	0	0	0		7
Education al Services			_	^			0	۸	^		0		^
al Services Fema lo le Total 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0			U	0	U	U	0	0	0	٥	U		0
Services Fema 0 <th< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></th<>													
Ie Total 0 0 0 0 0 0 0 0 0 Without Male 0 0 0 0 0 0 0 0 0													
Total 0 0 0 0 0 0 0 0 0 Without Male 0 0 0 0 0 0 0 0 0 0			0	0	0	0	0	0	0	0	0		0
Without Male 0 0 0 0 0 0 0 0 0 0				0	0		0		^		0		-
	\\/ithout									_			_
	Education	iviale	١	U	U	U	U		U	١	U		U

		Total studen ts			Whit e	Indian or Alaska Native	Asian	Pacific Islander			Students with Disabiliti es	
al Services												
	Fema le	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance	Male	0	0	0	0	0	0	0	0	0		0
Policies												
	Fema le	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Re	lated Arr	ests					'					
	Male	0	0	0	0	0	0	0	0	0		0
	Fema le	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals t		nforceme	ent			·	I					
	Male	0	0	0	0	0	0	0	0	0		0
	Fema le	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Studer	nts	L .				J	· ·					
Chronic Al	bsenteeis	sm										
	Male	238	6	186	44	-8	-8	-8	2	1	28	-8
	Fema le	269	10	207	49	-8	2	-8	1	3		-8
	Total	507	16	393	93	-8	2	-8	3	4	50	-8

	Total
Incidents of Violence	•
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	·
On the basis of sex	1
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Total

Part (viii)(II) This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

			African America n	Hispani c	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races		Students with Disabilitie s
Preschool P	rogram	S									
	Male	-9		-9	-9	-9	-9	-9	-9	-9	
	Fem ale	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Accelerated	Course	ework									
Advance d	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Placement Courses											
	Fem ale	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Internatio nal Baccalaure ate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Fem ale	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/ Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Fem ale	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- '-' Indicates there are no data available in the group.
- '-3' Indicates skip logic failure.
- '-8' Indicates EDFacts missing data.
- '-9' Indicates not applicable / skipped.
- '-11' Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All S	chool
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	6.7	68.4%
		•
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
		•
Teacher Who Are Not Teaching in the Subject or Field for Which	0.0	-
the Teacher is Certified or Licensed		
'-' Indicates there are no data available in the group.		
Blank cell indicates data are not applicable to this report.		

Part (x): Per-Pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the 2019-20 fiscal year.

To be updated by June 30th, 2021.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2019-20 school year.

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-20 school year.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 Percentages at NAEP Achievement Levels

				elow sic		r Above sic	% At or Profi		% At Advanced		
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US	
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9	
		Black	52	52	48	48	16	18	2	3	
		Hispanic	48	45	52	55	21	23	3	4	
		White	22	23	78	77	48	45	12	12	
		American Indian	*	50	*	50	*	19	*	3	
		Asian	11	18	89	82	65	57	25	22	
		Pacific Islander	*	42	*	58	*	25	*	4	
		Two or More Races	26	28	74	72	38	40	6	11	
		Econ Disadv	50	47	50	53	19	21	3	3	
		Students with Disabilities	79	73	21	27	8	10	1	2	
		English Language Learners	61	65	39	35	12	10	2	1	

				elow isic		r Above asic		r Above icient	% At Ac	dvanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
	Mathematics	Overall	16	19	84	81	44	41	9	9
	Mathematics	Black	24	35	76	65	32	20	3	2
	+		19	27	81	73		28	4	3
	+	Hispanic White	8		92	89	35 59	52		12
	+		*	11	9Z *	67	*	24	16	4
	+	American Indian Asian		33 7						
			4		96	93	82 *	69	45 *	28
		Pacific Islander		36		64		28		6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
Crada 9	Dooding	Overell	33	27	67	73	25	34	2	4
Grade 8	Reading	Overall		.	47					
		Black	53	46		54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35 *	42	3	5
		American Indian		41		59		19		1
		Asian	8	13	92	87	59 *	57	11 *	13
		Pacific Islander		37		63		25		2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	N 4 - 41 4:	0	00	04	00	00	00	0.4	T -	40
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80 *	80	44 *	44	13	13
	+	American Indian		49		51		15		3
	+	Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%

Grade	Subject	Student Group	Rate
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

^{&#}x27;*' Indicates reporting standards not met.

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2017-18 school year enrolled in a Texas public postsecondary education institution in the 2018-19 academic year. (CWD: children with disability; EL: English learner)

	All Students	African American		White	American Indian		Pacific Islander		Disadv		EL
In-State Public Institutions	14%	*	11%	*	-	-	1	*	15%	*	*

Indicates results are masked due to small numbers to protect student confidentiality.

Texas Education Agency | Governance and Accountability | Performance Reporting

December 2020

^{&#}x27;n/a' Indicates data reporting is not applicable for this group.

^{&#}x27;-' Indicates there are no students in the group.

Texas Education Agency

2019-20 Federal Report Card for Texas Public Schools

Campus Name: RICHARD MILBURN ACADEMY FORT WORTH

Campus ID: 014801006

District Name: RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN)

Part (i): Description of State Accountability System

- (I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;
- (II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students:
- (III) the indicators used to meaningfully differentiate all public schools in the State;
- (IV) the State's system for meaningfully differentiating all public schools in the State, including --
- (aa) the specific weight of the indicators in such differentiation;
- (bb) the methodology by which the State differentiates all such schools;
- (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
- (dd) the methodology by which the State identifies a school for comprehensive support and improvement;
- (V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;
- (VI) the exit criteria established by the State, including the length of years established.

On March 27, 2020, the U.S. Department of Education (USDE) waived statewide assessment, accountability and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-20 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19). The waiver includes the report card provisions in section 1111(h)(1)(C)(i) (accountability system description).

Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2020-21 school year:

<u>Comprehensive Support and Improvement Schools</u>, <u>Targeted Support and Improvement Schools</u> and <u>Additional Targeted</u>

<u>Support Schools</u>.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2019-20 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(ii) (assessment results) for the 2019-20 school year.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2019-20 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (other academic indicator results) for the 2019-20 school year.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2019.

	All Student s	n	Hispani c	White	America n Indian	Asia n	Pacific Islande r	_	Econ Disad v	CWD	EL^	Homeless ^	Foste r Care^
	<u>Graduatio</u>		0 . 1		. (0 . 0 . 10	· •		•					
4-year Lo	ongituain	al Cohort	Graduati	on Kat	e (Gr 9-12): Clas	ss of 201	9	1.				
All	25.2%	13.6%	27.9%	37.0	-	-	-	*	21.8%	22.2	5.6	16.7%	-
Students				%						%	%		
CWD	22.2%	42.9%	0.0%	*	-	-	-	-	13.3%	22.2 %	*	*	-
CWOD	25.6%	8.1%	32.7%	36.0 %	-	-	-	*	23.2%	-	6.7 %	0.0%	-
EL^	5.6%	*	5.9%	-	-	-	-	-	0.0%	*	5.6 %	*	-
Male	14.8%	4.0%	15.4%	31.3 %		-	-	*	9.7%	7.7%	6.7 %	12.5%	-
Femal e	40.7%	26.3%	50.0%	45.5 %	-	-	-	*	37.5%	60.0 %	*	*	-

^{*} Indicates results are masked due to small numbers to protect student confidentiality.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2020 TELPAS (Texas English Language Proficiency Assessment System) data.(EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iv) (English language proficiency results) for the 2019-20 school year.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(v) (school quality or student success indicator results) for the 2019-20 school year for elementary schools and secondary schools without a graduation rate. For secondary schools with CCMR (college, career, and military readiness) data, the results are reported.

^{&#}x27;-' Indicates there are no students in the group.

^{&#}x27;^' Ever in grades 9-12

	All Students	African American		White	American Indian		Pacific Islander		Econ Disadv	CWD	EL
School Quality (College, Ca	areer, and	Military Ro	eadines	ss Perform	ance)					
%Students meeting CCMR	20%	28%	15%	26%	-	-	-	*	19%	56%	11%
'*' Indicates re				umbers	to protect s	tudent o	confidentia	ality.			

^{&#}x27;-' Indicates there are no students in the group.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the longterm goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress) for the 2019-20 school year.

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vii) (percentage of students assessed and not assessed) for the 2019-20 school year.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

	Total studen ts	Americ an	Hispan ic		Indian or Alaska Native		Pacific Islander	_	E	with	with Disabilities
Students Wi	ithout Disabili	ities									
In-School Su	ıspensions										
	Male 15	6	6	3	0	0	0	0	3		
	Fema 5	1	3	1	0	0	0	0	0		
le											
	Total 20	7	9	4	0	0	0	0	3		
Out-of-School	ol Suspensions	3				•					
	Male 57	22	24	10	0	0	0	1	3		
	Fema 38	22	11	4	0	0	0	1	2		
le											
	Total 95	44	35	14	0	0	0	2	5		
Expulsions	•		•				-				

		Total	African	Hispan	Whit	Indian or	Asian	Pacific	Two	Е	Students	Students
		studen	Americ		е	Alaska		Islander			with	with
		ts	an			Native			More			Disabilities
									Race s		es	(Section 504)
With	Male	0	0	0	0	0	0	0		0		00.7
Education												
al •												
Services	F	0	0	0		0		0		•		
	Fema le	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without	Male	1	1	0	0	0	0	0	0	0		
Education												
al Services												
Services	Fema	1	0	0	1	0	0	0	0	0		
	le	'		ĭ					ĭ	Ĺ		
	Total	2	1	0	1	0	0	0	0	0		
Under	Male	0	0	0	0	0	0	0	0	0		
Zero												
Tolerance Policies												
i Olicics	Fema	0	0	0	0	0	0	0	0	0		
	le		J			· ·		· ·				
	Total	0	0	0	0	0	0	0	0	0		
School-Re												
	Male	0	0		0	0		0		0		
	Fema	0	0	0	0	0	0	0	0	0		
	le Total	0	0	0	0	0	0	0	0	0		
Referrals t			_	U	U	U	U	0	U	U		
rtororraio	Male	2	2	0	0	0	0	0	0	0		
	Fema	0	0	0	0	0	0	0	0	0		
	le											
-	Total	2	2	0	0	0	0	0	0	0		
Students												
In-School			2	1	- 4	0		0		2		
	Male Fema	4	2	1	1 1	0	0	0	0			0
	le	3	'	'	'	U	J	U		'		J
	Total	7	3	2	2	0	0	0	0	3		1
Out-of-Sch	nool Sus	pensions										
	Male	14	10		2	0		0		3		4
	Fema	6	2	3	1	0	0	0	0	1		1
	le T , ,	0.0	4.0	_		-				_		
Expulsions	Total	20	12	5	3	0	0	0	0	4		5
With	Male	0	0	0	0	0	0	0	0	0		0
Education		J	J	J	O	O	J	O		0		
al												
Services												
	Fema	0	0	0	0	0	0	0	0	0		0
	le T-4-1	0	0	0	0	0	0	0	0	0		0
	lotai											
Without	Total Male	0	0		0			0				0

		Total studen ts				Indian or Alaska Native	Asian	Pacific Islander		L	Students with Disabiliti es	with Disabilities
al												,
Services												
	Fema le	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Fema le	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Re	elated Arı	ests				· ·	I					
	Male	0	0	0	0	0	0	0	0	0		0
	Fema le	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals t	to Law E	nforceme	ent			'	'					
	Male	1	1	0	0	0	0	0	0	0		0
	Fema le	0	0	0	0	0	0	0	0	0		0
	Total	1	1	0	0	0	0	0	0	0		0
All Stude	nts											
Chronic A	bsenteeis											
	Male	145	48	77	17	-8	-8	1	2	1	19	-8
	Fema le	159	60	59	32	1	1	-8	6	9	11	-8
	Total	304	108	136	49	1	1	1	8	2		-8

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	8
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0

	Total
On the basis of sexual orientation	1
On the basis of religion	0
On the basic of foligion	

Part (viii)(II) This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

			African America n	Hispani c	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilitie s
Preschool P	rogram	S				•					
	Male	-9		-9	-9	-9	-9		-9	-9	
	Fem ale	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total		-9	-9	-9	-9	-9	-9	-9	-9	-9
Accelerated		work									
Advance d Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Fem ale	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	
Internatio nal Baccalaure ate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Fem ale	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-
Dual Enrollment/ Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Fem ale	-9	-9	-9	-9	-9	-9		-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- -' Indicates there are no data available in the group.
- '-3' Indicates skip logic failure.
- '-8' Indicates EDFacts missing data.
- '-9' Indicates not applicable / skipped.
- '-11' Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All S	chool
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	1.4	15.6%
		•
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
	•	•
Teacher Who Are Not Teaching in the Subject or Field for Which	0.0	-
the Teacher is Certified or Licensed		
'-' Indicates there are no data available in the group.		
Blank cell indicates data are not applicable to this report.		

Part (x): Per-Pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the 2019-20 fiscal year.

To be updated by June 30th, 2021.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2019-20 school year.

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-20 school year.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 Percentages at NAEP Achievement Levels

			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2

Grade Subject Mathem Grade 8 Reading Mathem	English Language Learners atics Overall Black Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disadv Students with Disabilities English Language Learners Overall Black Hispanic	TX 61 16 24 19 8 * 4 * 9 21 55 24 33 53 38	19 35 27 11 33 7 36 16 29 54 41	7X 39 84 76 81 92 * 96 * 91 79 45 76	81 65 73 89 67 93 64 84 71 46	TX 12 44 32 35 59 * 82 * 51 32 13	10 41 20 28 52 24 69 28 44 26 14	9 3 4 16 * 45 * 9 3 1	9 2 3 12 4 28 6 10 3 2
Grade 8 Reading	atics Overall Black Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disadv Students with Disabilities English Language Learners Overall Black Hispanic	16 24 19 8 * 4 * 9 21 55 24	19 35 27 11 33 7 36 16 29 54 41	84 76 81 92 * 96 * 91 79 45	81 65 73 89 67 93 64 84 71 46	44 32 35 59 * 82 * 51 32 13	41 20 28 52 24 69 28 44 26	9 3 4 16 * 45 * 9 3	9 2 3 12 4 28 6 10 3
Grade 8 Reading	Black Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disadv Students with Disabilities English Language Learners Overall Black Hispanic	24 19 8 * 4 * 9 21 55 24	35 27 11 33 7 36 16 29 54 41	76 81 92 * 96 * 91 79 45	65 73 89 67 93 64 84 71 46	32 35 59 * 82 * 51 32 13	20 28 52 24 69 28 44 26	3 4 16 * 45 * 9 3	2 3 12 4 28 6 10 3
Grade 8 Reading	Black Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disadv Students with Disabilities English Language Learners Overall Black Hispanic	24 19 8 * 4 * 9 21 55 24	35 27 11 33 7 36 16 29 54 41	76 81 92 * 96 * 91 79 45	65 73 89 67 93 64 84 71 46	32 35 59 * 82 * 51 32 13	20 28 52 24 69 28 44 26	3 4 16 * 45 * 9 3	2 3 12 4 28 6 10 3
	Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disadv Students with Disabilities English Language Learners Overall Black Hispanic	19 8 * 4 * 9 21 55 24	27 11 33 7 36 16 29 54 41	81 92 * 96 * 91 79 45	73 89 67 93 64 84 71 46	35 59 * 82 * 51 32 13	28 52 24 69 28 44 26	4 16 * 45 * 9 3	3 12 4 28 6 10 3 2
	White American Indian Asian Pacific Islander Two or More Races Econ Disadv Students with Disabilities English Language Learners Overall Black Hispanic	8 * 4 * 9 21 55 24 33 53	11 33 7 36 16 29 54 41	92 * 96 * 91 79 45	89 67 93 64 84 71 46	59 * 82 * 51 32 13	52 24 69 28 44 26 14	16 * 45 * 9 3 1	12 4 28 6 10 3
	Asian Pacific Islander Two or More Races Econ Disadv Students with Disabilities English Language Learners Overall Black Hispanic	4 * 9 21 55 24	33 7 36 16 29 54 41	* 96 * 91 79 45	67 93 64 84 71 46	* 82 * 51 32 13	69 28 44 26 14	* 45 * 9 3 1	4 28 6 10 3 2
	Asian Pacific Islander Two or More Races Econ Disadv Students with Disabilities English Language Learners Overall Black Hispanic	* 9 21 55 24 33 53	7 36 16 29 54 41	* 91 79 45 76	93 64 84 71 46	* 51 32 13	28 44 26 14	* 9 3 1	6 10 3 2
	Two or More Races Econ Disadv Students with Disabilities English Language Learners Overall Black Hispanic	9 21 55 24 33 53	16 29 54 41 27 46	* 91 79 45 76	64 84 71 46	* 51 32 13	26 14	* 9 3 1	6 10 3 2
	Econ Disadv Students with Disabilities English Language Learners Overall Black Hispanic	21 55 24 33 53	29 54 41 27 46	79 45 76	71 46	32 13	26 14	3 1	3 2
	Students with Disabilities English Language Learners Overall Black Hispanic	55 24 33 53	54 41 27 46	45 76	46	13	14	1	2
	Disabilities English Language Learners Overall Black Hispanic	24 33 53	41 27 46	76					2
	Learners Overall Black Hispanic	33 53	27 46		59	29	16	2	1
	Black Hispanic	53	46	67					
	Black Hispanic	53	46	67			n-	0	
Mathem	Hispanic				73	25	34	2	4
Mathem	·	38		47	54	41	15	n/a	1
Mathem			37	62	63	19	22	1	2
Mathem	White	20	18	80	82	35	42	3	5
Mathem	American Indian	*	41	*	59	*	19	*	1
Mathem	Asian	8	13	92	87	59	57	11	13
Mathem	Pacific Islander	*	37	*	63	*	25	*	2
Mathem	Two or More Races	26	24	74	76	25	37	1	5
Mathem	Econ Disadv	43	40	57	60	15	20	n/a	1
Mathem	Students with Disabilities	81	68	19	32	3	7	n/a	n/a
Mathem	English Language Learners	66	72	34	28	4	4	n/a	n/a
Mathem		00	0.4	- 00	00		0.4	-	40
<u>J</u>	atics Overall Black	32	31	68 52	69 47	30	34	7	10
		48	53		_	16	14		2
	Hispanic White	37	43 20	63	57	21	20	3	4 13
		20		80 *	80 51	*	44	13	
	American Indian Asian	10	49 12	90	51 88	71	15 64	36	3 33
	Pacific Islander	*	45	90 *	55	*	21	36 *	4
			45 27						12
	Two or More Races	25		75 50	73 54	41	38	11	
	Econ Disadv Students with	41 73	46 73	59 27	54	19 5	18	2 1	3
					27		6		
	Disabilities English Language	60	72	40	28	8	5	1	1

State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%

Grade	Subject	Student Group	Rate		
		English Learners	94%		
	Mathematics	Students with Disabilities	79%		
		English Learners	97%		
Grade 8	Reading	Students with Disabilities	83%		
		English Learners	96%		
	Mathematics	Students with Disabilities	88%		
		English Learners	97%		

^{&#}x27;*' Indicates reporting standards not met.

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2017-18 school year enrolled in a Texas public postsecondary education institution in the 2018-19 academic year. (CWD: children with disability; EL: English learner)

	All Students	African American	•	White	American Indian		Pacific Islander			CWD	딢
In-State Public Institutions	17%	*	*	31%	-	*	*	-	10%	*	*

Indicates results are masked due to small numbers to protect student confidentiality.

Texas Education Agency | Governance and Accountability | Performance Reporting

December 2020

^{&#}x27;n/a' Indicates data reporting is not applicable for this group.

^{&#}x27;-' Indicates there are no students in the group.

Texas Education Agency

2019-20 Federal Report Card for Texas Public Schools

Campus Name: RICHARD MILBURN ACADEMY HOUSTON (SUBURBAN)

Campus ID: 014801005

District Name: RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN)

Part (i): Description of State Accountability System

- (I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;
- (II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students:
- (III) the indicators used to meaningfully differentiate all public schools in the State;
- (IV) the State's system for meaningfully differentiating all public schools in the State, including --
- (aa) the specific weight of the indicators in such differentiation;
- (bb) the methodology by which the State differentiates all such schools;
- (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
- (dd) the methodology by which the State identifies a school for comprehensive support and improvement;
- (V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;
- (VI) the exit criteria established by the State, including the length of years established.

On March 27, 2020, the U.S. Department of Education (USDE) waived statewide assessment, accountability and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-20 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19). The waiver includes the report card provisions in section 1111(h)(1)(C)(i) (accountability system description).

Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2020-21 school year:

<u>Comprehensive Support and Improvement Schools</u>, <u>Targeted Support and Improvement Schools</u> and <u>Additional Targeted</u>

<u>Support Schools</u>.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2019-20 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(ii) (assessment results) for the 2019-20 school year.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2019-20 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (other academic indicator results) for the 2019-20 school year.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2019.

	All Student s	African America n		White	America n Indian	Asia n	Pacific Islande r		Econ Disad v	_	EL^	Homeless ^	Foste r Care^
Federal (
4-year Lo	ongitudin	al Cohort	Graduati	on Ra	te (Gr 9-12	2): Cla	ss of 20	19					
All Students	27.0%	29.7%	25.6%	33.3	*	-	1	-	22.3%	33.3	15.6 %	10.0%	-
CWD	33.3%	*	*	-	-	-	-	-	40.0%	33.3	*	*	-
CWOD	26.7%	31.4%	24.4%	33.3 %	*	-	-	-	21.4%	-	12.9 %	11.1%	-
EL^	15.6%	*	16.7%	*	-	-	-	1	8.3%	*	15.6 %	*	-
Male	21.3%	28.6%	18.6%	*	*	-	-	-	16.3%	*	7.7%	*	-
Femal e	31.6%	30.4%	31.9%	33.3	-	-	-	-	27.8%	*	21.1	14.3%	-

Indicates results are masked due to small numbers to protect student confidentiality.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2020 TELPAS (Texas English Language Proficiency Assessment System) data.(EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iv) (English language proficiency results) for the 2019-20 school year.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(v) (school quality or student success indicator results) for the 2019-20 school year for elementary schools and secondary schools without a graduation rate. For secondary schools with CCMR (college, career, and military readiness) data, the results are reported.

^{&#}x27;-' Indicates there are no students in the group.

^{&#}x27;^' Ever in grades 9-12

	All Students	African American		White	American Indian		Pacific Islander		Disadv	CWD	EL
School Quality (College, C	areer, and	Military R	eadines	ss Perform	ance)					
%Students meeting CCMR	25%	23%	26%	*	-	*	*	-	17%	*	19%
'*' Indicates re					to protect s	tudent (confidentia	ality.			

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the longterm goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress) for the 2019-20 school year.

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vii) (percentage of students assessed and not assessed) for the 2019-20 school year.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

	s	America n		Whit e	Indian or Alaska Native	Asian	Pacific Island er		L	with	with Disabilities
Students Without	Disabilit	ies									
In-School Suspensi	ons										
Male	1	0	1	0	0	0	0	0	1		
Femal	0	0	0	0	0	0	0	0	0		
е											
Total	1	0	1	0	0	0	0	0	1		
Out-of-School Susp	ensions										
Male	17	11	6	0	0	0	0	0	1		
Femal	16	11	4	1	0	0	0	0	3		
е											
Total	33	22	10	1	0	0	0	0	4		
Expulsions			,							•	

student America c e Alaska Island or L with S n Native er More Disabiliti Disab			Total	African	Hisnani	Whit	Indian or	Δsian	Pacific	Two	Ε	Students	Students
With Male O O O O O O O O O			student	America									
With Male										More			
Education al Services Femal 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0												es	(Section 504)
al Services Femal O O O O O O O O O		Male	0	0	0	0	0	0	0	0	0		
Services													
Femal O O O O O O O O O													
Company	Services	Femal	0	0	0	0	0	0	0	0	0		
Total				U	U	U	U	U	0	U	U		
Without Male			0	0	0	0	0	0	0	0	0		
Education al Services Femal 2 1 1 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Without		7						-				
Services	Education												
Femal 2	al												
Part	Services							_					
Total			2	1	1	0	0	0	0	0	0		
Under Zero		_	0	1	1	0	0	1	0	0	0		
Zero Tolarance Policies Femal O O O O O O O O O	Under								-				
Total		iviale		J		J	U			J	J		
Policies													
Total													
Total 0 0 0 0 0 0 0 0 0		Femal	0	0	0	0	0	0	0	0	0		
School-Related Arrests		_											
Male 0 0 0 0 0 0 0 0 0			,	0	0	0	0	0	0	0	0		
Femal 0	School-Re		1								_		
Referrals to Law Enforcement													
Total 0 0 0 0 0 0 0 0 0			0	0	0	U	0	0	0	0	0		
Referrals to Law Enforcement			0	0	0	0	0	0	0	0	Λ		
Male	Referrals t				U	U	U	U	U	U	U		
Femal 0 0 0 0 0 0 0 0 0	recierrais t		1		0	0	0	1	0	0	0		
Total			0						-	-			
Students With Disabilities In-School Suspensions Male						ŭ	J	· ·		J	·		
In-School Suspensions		Total	1	0	0	0	0	1	0	0	0		
Male	Students \	With Dis	abilities									•	
Femal 0	In-School :	Suspensi	ons										
Part					0		0						0
Total 0 0 0 0 0 0 0 0 0			0	0	0	0	0	0	0	0	0		0
Out-of-School Suspensions Male 4 1 1 2 0 0 0 0 1 Femal e 1 1 0													
Male 4 1 1 2 0 0 0 0 1	0.4.60.1			0	0	0	0	0	0	0	0		0
Femal 1	Out-of-Sch		1	4	4		-	0			4		^
e													0
Total 5 2 1 2 0 0 0 1			1	1	0	U	0	0	0	U	U		0
Expulsions With Male 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0			5	2	1	2	n	n	0	Ω	1		0
With Education al Services Femal 0 <th< td=""><td>Expulsions</td><td></td><td></td><td></td><td><u>'</u></td><td></td><td><u> </u></td><td>U</td><td></td><td>J</td><td>-</td><td></td><td>U</td></th<>	Expulsions				<u>'</u>		<u> </u>	U		J	-		U
Education al Services Femal 0 0 0 0 0 0 0 0 0			n	Ω	O	0	n	0	O	0	0		n
al Services Femal 0 0 0 0 0 0 0 0						Ĭ	J						
Femal 0 0 0 0 0 0 0 0	al												
	Services												
			0	0	0	0	0	0	0	0	0		0
			_				_	_			_		
Total 0 0 0 0 0 0 0 0 0	147.0					-				-			0
Without Beducation Male 0 0 0 0 0 0 0 0			0	0	0	0	0	0	0	0	0		0

			African America n	Hispani c	Whit e	Indian or Alaska Native	Asian	Pacific Island er			with	Students with Disabilities (Section 504)
al Services												
	Femal e	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Femal e	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Re	lated Arr	ests										
	Male	0	0	0	0	0	0	0	0	0		0
	Femal e	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals t	o Law Er	nforceme	nt									
	Male	0	0	0	0	0	0	0	0	0		0
	Femal e	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Studer	nts											
Chronic Al												
	Male	96				-8	-8	1	-	11	6	
	Femal e	103	38	59	3	1	-8	1	1	13	2	-8
	Total	199	73	117	4	1	-8	2	2	24	8	-8

	Total
Incidents of Violence	•
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	•
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Total

Part (viii)(II) This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

			African America n	Hispani c	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races		Students with Disabilitie s
Preschool P	rogram	S									
	Male	-9		-9	-9	-9	-9	-9	-9		
	Fem ale	-9		-9	-9	-9	-9	-9	-9		-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Accelerated	Course	ework									
Advance d	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Placement Courses											
	Fem ale	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Internatio nal Baccalaure ate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Fem ale	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/ Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Fem ale	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- '-' Indicates there are no data available in the group.
- '-3' Indicates skip logic failure.
- '-8' Indicates EDFacts missing data.
- '-9' Indicates not applicable / skipped.
- '-11' Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All S	chool
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	3.0	38.5%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.0	14.7%
'-' Indicates there are no data available in the group.		
Blank cell indicates data are not applicable to this report.		

Part (x): Per-Pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the 2019-20 fiscal year.

To be updated by June 30th, 2021.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2019-20 school year.

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-20 school year.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 Percentages at NAEP Achievement Levels

			% Below Basic		% At or Above Basic		% At or Profi		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2

	Subject	Student Group	TX			sic		cient		
	-	-	1 ^	US	TX	US	TX	US	TX	US
N		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
						1		n-	0	
Grade 8 F	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
		To "						0.4		1.0
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20 *	20	80 *	80	*	44	13	13
		American Indian		49		51		15		3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander		45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%

Grade	Subject	Student Group	Rate
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

^{&#}x27;*' Indicates reporting standards not met.

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2017-18 school year enrolled in a Texas public postsecondary education institution in the 2018-19 academic year. (CWD: children with disability; EL: English learner)

	All Students	African American	•	White	American Indian		Pacific Islander			CWD	EL
In-State Public Institutions	12%	*	12%	-	*	*	-	*	11%	*	*

Indicates results are masked due to small numbers to protect student confidentiality.

Texas Education Agency | Governance and Accountability | Performance Reporting

December 2020

^{&#}x27;n/a' Indicates data reporting is not applicable for this group.

^{&#}x27;-' Indicates there are no students in the group.

Texas Education Agency

2019-20 Federal Report Card for Texas Public Schools

Campus Name: RICHARD MILBURN ALTER H S (KILLEEN)

Campus ID: 014801001

District Name: RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN)

Part (i): Description of State Accountability System

- (I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;
- (II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students:
- (III) the indicators used to meaningfully differentiate all public schools in the State;
- (IV) the State's system for meaningfully differentiating all public schools in the State, including --
- (aa) the specific weight of the indicators in such differentiation;
- (bb) the methodology by which the State differentiates all such schools;
- (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
- (dd) the methodology by which the State identifies a school for comprehensive support and improvement;
- (V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;
- (VI) the exit criteria established by the State, including the length of years established.

On March 27, 2020, the U.S. Department of Education (USDE) waived statewide assessment, accountability and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-20 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19). The waiver includes the report card provisions in section 1111(h)(1)(C)(i) (accountability system description).

Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2020-21 school year:

<u>Comprehensive Support and Improvement Schools</u>, <u>Targeted Support and Improvement Schools</u> and <u>Additional Targeted</u>

<u>Support Schools</u>.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2019-20 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(ii) (assessment results) for the 2019-20 school year.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2019-20 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (other academic indicator results) for the 2019-20 school year.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2019.

	All Student s		-	White	America n Indian	Asia n	Pacific Islande r		Econ Disad V	CWD	EL^	Homeless ^	Foste r Care^
	Graduatio												
4-year Lo	ongitudin	al Cohort	Graduati	on Ra	te (Gr 9-12	2): Cla	ss of 20	19					
All Students	26.1%	23.8%	27.9%	29.6 %	*	*	1	12.5%	25.0%	12.5 %	18.2 %	16.7%	-
CWD	12.5%	21.4%	*	*	-	-	-	*	11.8%	12.5 %	*	*	-
CWOD	28.4%	24.3%	30.8%	34.8 %	*	*	-	16.7%	27.1%	1	25.0 %	18.2%	-
EL^	18.2%	-	18.2%	1	-	-	-	,	22.2%	*	18.2 %	-	-
Male	19.0%	13.7%	24.0%	27.8 %	*	*	-	*	21.6%	5.3%	20.0 %	25.0%	-
Femal e	36.9%	39.4%	33.3%	33.3 %	-	*	-	*	30.0%	40.0 %	*	*	-

^{*} Indicates results are masked due to small numbers to protect student confidentiality.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2020 TELPAS (Texas English Language Proficiency Assessment System) data.(EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iv) (English language proficiency results) for the 2019-20 school year.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(v) (school quality or student success indicator results) for the 2019-20 school year for elementary schools and secondary schools without a graduation rate. For secondary schools with CCMR (college, career, and military readiness) data, the results are reported.

^{&#}x27;-' Indicates there are no students in the group.

^{&#}x27;^' Ever in grades 9-12

	All Students	African American		White	American Indian		Pacific Islander		Disadv	CWD	EL
School Quality (College, Ca	areer, and	Military Ro	eadines	ss Perform	ance)					
%Students meeting CCMR	25%	27%	23%	26%	-	*	*	10%	26%	32%	20%
	•				•			•	•		
	esults are m				to protect s	tudent (confidentia	ality.			

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress) for the 2019-20 school year.

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vii) (percentage of students assessed and not assessed) for the 2019-20 school year.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

	s	America n		Whit e	Indian or Alaska Native	Asian	Pacific Island er		L	with	with Disabilities
Students Without	Disabilit	ies									
In-School Suspensi	ions										
Male	0	0	0	0	0	0	0	0	0		
Femal	0	0	0	0	0	0	0	0	0		
е											
Total	0	0	0	0	0	0	0	0	0		
Out-of-School Susp	ensions									·	
Male	13	8	4	0	0	0	0	1	1		
Femal	21	12	3	5	0	0	0	1	1		
е											
Total	34	20	7	5	0	0	0	2	2		·
Expulsions											

Student America C Raska Native Student America S Native Student Stud			Total	African	Hienani	Whit	Indian or	Λeian	Pacific	Two	Ε	Students	Students
Maile			student	America				Asiaii					
Mile					_					_			
Education al Services Femal										Race			(Section
Services Femal	With	Male	0	0	0	0	0	0	0	0	0		
Services													
Femal O O O O O O O O O													
Part	Services			_				_					
Total			0	0	0	0	0	0	0	0	0		
Without Male O O O O O O O O O				0	0	0	0	0	0	0	Λ		
Education al Services Femal O O O O O O O O O	\//ithout					-			-				
al Services Femal 0 0 0 0 0 0 0 0 0		IVIAIC		U	J		U	U		J	U		
Services													
Referrals to Law Enforcement	Services												
Total		Femal	0	0	0	0	0	0	0	0	0		
Under Zero Zero													
Zero Femal O O O O O O O O O						_					-		
Total		Male	0	0	0	0	0	0	0	0	0		
Policies													
Femal O													
Total O O O O O O O O O	i Olicies	Fomal	0	0	0	0	0	0	0	0	Λ		
Total 0			J	U	U	U	U	U	0	U	U		
School-Related Arrests		_	0	0	0	0	0	0	0	0	0		
Male 0 0 0 0 0 0 0 0 0	School-Re		ests	-	-			-					
Femal O O O O O O O O O			ir e	0	0	0	0	0	0	0	0		
Total 0		Femal	0	0	0	0	0	0	0		0		
Referrals to Law Enforcement		е											
Male 0 0 0 0 0 0 0 0 0		Total	0	0	0	0	0	0	0	0	0		
Femal 0	Referrals t	o Law Er	nforceme	nt									
Record Total O O O O O O O O O		Male	0	0	0	0	0	0	0		0		
Total 0		Femal	0	0	0	0	0	0	0	0	0		
Students With Disabilities In-School Suspensions Male 0 0 0 0 0 0 0 0 0		_											
In-School Suspensions	-		_	0	0	0	0	0	0	0	0		
Male 0 0 0 0 0 0 0 0 0													
Femal 0	In-School										_		
Total 0 0 0 0 0 0 0 0 0			_				0						0
Total 0			U	U	U	U	U	U	U	U	U		Ü
Out-of-School Suspensions Male 14 10 1 1 0 0 0 2 0 4 Femal 6 3 1 0 0 0 0 2 0 2 0 2 0 2 0 2 0 2 0 2 0 2 0 2 0 2 0 2 0 2 0 2 0 2 0 2 0 2 0 2 0 2 0 2 0			0	0	0	0	0	0	0	0	0		0
Male	Out-of-Sch			U	U	U	<u> </u>	U	U	U	U		U
Femal 6	Out 01 001			10	1	1	0	0	0	2	0		4
Color Colo						_					-		2
Expulsions					·		Ŭ	Ğ		_	Ŭ		_
Expulsions		Total	20	13	2	1	0	0	0	4	0		6
Education al Services	Expulsions											· ·	
al Services Femal 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		Male	0	0	0	0	0	0	0	0	0		0
Services Femal 0 <t< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></t<>													
Femal e 0 </td <td></td>													
	Services	F					-				_		
Total 0 0 0 0 0 0 0 0 Without Male 0 0 0 0 0 0 0 0 0			0	0	0	Ü	0	0	0	Ü	U		0
Without Male 0 0 0 0 0 0 0 0 0				0	0	0	0	0	0	0	0		0
	Without												0 0
	Education	iviale				٦	U	U		J	U		٥

			African America n			Indian or Alaska Native	Asian	Pacific Island er				with Disabilities
al Services												
	Femal e	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Femal e	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Re	lated Arr	ests				•				'		
	Male	0	0	0	0	0	0	0	0	0		0
	Femal e	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals t	o Law Er	nforceme	nt									
	Male	0	0	0	0	0	0	0	0	0		0
	Femal e	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Studer												
Chronic Al				I								
	Male	150				-8	-8			11		
	Femal e	142	62	46	19	-8	3	2	10	8	21	-8
	Total	292	132	94	43	-8	3	4	16	19	57	-8

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	27
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Total

Part (viii)(II) This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

			African America n	Hispani c	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races		Students with Disabilitie s
Preschool P	rogram	S									
	Male	-9		-9	-9	-9	-9	-9	-9	-9	
	Fem ale	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Accelerated	Course	ework									
Advance d	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Placement Courses											
	Fem ale	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Internatio nal Baccalaure ate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Fem ale	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/ Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Fem ale	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.
- '-3' Indicates skip logic failure.
- '-8' Indicates EDFacts missing data.
- '-9' Indicates not applicable / skipped.
- '-11' Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All S	chool
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	5.3	64.6%
	•	•
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
	•	•
Teacher Who Are Not Teaching in the Subject or Field for Which	0.0	-
the Teacher is Certified or Licensed		
Indicates there are no data available in the group.		
Blank cell indicates data are not applicable to this report.		

Part (x): Per-Pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the 2019-20 fiscal year.

To be updated by June 30th, 2021.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2019-20 school year.

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-20 school year.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 Percentages at NAEP Achievement Levels

			% Below Basic		% At or Above Basic		% At or Profi		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1

				elow isic		r Above asic		r Above icient	% At Advanced		
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US	
	Mathematics	Overall	16	19	84	81	44	41	9	9	
	Mathematics	Black	24	35	76	65	32	20	3	2	
	+		19	27	81	73		28	4	3	
	+	Hispanic White	8		92	89	35 59	52		12	
	+		*	11	9Z *	67	*	24	16	4	
	+	American Indian Asian		33 7							
			4		96	93	82 *	69	45 *	28	
		Pacific Islander		36		64		28		6	
		Two or More Races	9	16	91	84	51	44	9	10	
		Econ Disadv	21	29	79	71	32	26	3	3	
		Students with Disabilities	55	54	45	46	13	14	1	2	
		English Language Learners	24	41	76	59	29	16	2	1	
Crada 9	Dooding	Overell	33	27	67	73	25	34	2	4	
Grade 8	Reading	Overall		.	47						
		Black	53	46		54	41	15	n/a	1	
		Hispanic	38	37	62	63	19	22	1	2	
		White	20	18	80 *	82	35 *	42	3	5	
		American Indian		41		59		19		1	
		Asian	8	13	92	87	59 *	57	11 *	13	
		Pacific Islander		37		63		25		2	
		Two or More Races	26	24	74	76	25	37	1	5	
		Econ Disadv	43	40	57	60	15	20	n/a	1	
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a	
		English Language Learners	66	72	34	28	4	4	n/a	n/a	
	N 4 - 41 4:	0	00	04	00	00	00	0.4	T -	40	
	Mathematics	Overall	32	31	68	69	30	34	7	10	
		Black	48	53	52	47	16	14	2	2	
		Hispanic	37	43	63	57	21	20	3	4	
		White	20	20	80 *	80	44 *	44	13	13	
	+	American Indian		49		51		15		3	
	+	Asian	10	12	90	88	71	64	36	33	
		Pacific Islander	*	45	*	55	*	21	*	4	
		Two or More Races	25	27	75	73	41	38	11	12	
		Econ Disadv	41	46	59	54	19	18	2	3	
		Students with Disabilities	73	73	27	27	5	6	1	2	
		English Language Learners	60	72	40	28	8	5	1	1	

State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Subject Student Group			
Grade 4	Reading	Students with Disabilities	77%		
		English Learners	94%		
	Mathematics	Students with Disabilities	79%		

Grade	Subject	Student Group	Rate
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

^{&#}x27;*' Indicates reporting standards not met.

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2017-18 school year enrolled in a Texas public postsecondary education institution in the 2018-19 academic year. (CWD: children with disability; EL: English learner)

	All Students	African American		White	American Indian		Pacific Islander			CWD	EL
In-State Public Institutions	18%	18%	*	*	-	*	*	*	14%	*	*

^{*&#}x27; Indicates results are masked due to small numbers to protect student confidentiality.

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^{&#}x27;n/a' Indicates data reporting is not applicable for this group.

^{&#}x27;-' Indicates there are no students in the group.

Texas Education Agency

2019-20 Federal Report Card for Texas Public Schools

Campus Name: RICHARD MILBURN ACADEMY LUBBOCK

Campus ID: 014801004

District Name: RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN)

Part (i): Description of State Accountability System

- (I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;
- (II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students:
- (III) the indicators used to meaningfully differentiate all public schools in the State;
- (IV) the State's system for meaningfully differentiating all public schools in the State, including --
- (aa) the specific weight of the indicators in such differentiation;
- (bb) the methodology by which the State differentiates all such schools;
- (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
- (dd) the methodology by which the State identifies a school for comprehensive support and improvement;
- (V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;
- (VI) the exit criteria established by the State, including the length of years established.

On March 27, 2020, the U.S. Department of Education (USDE) waived statewide assessment, accountability and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-20 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19). The waiver includes the report card provisions in section 1111(h)(1)(C)(i) (accountability system description).

Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2020-21 school year:

<u>Comprehensive Support and Improvement Schools</u>, <u>Targeted Support and Improvement Schools</u> and <u>Additional Targeted</u>

<u>Support Schools</u>.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2019-20 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(ii) (assessment results) for the 2019-20 school year.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2019-20 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (other academic indicator results) for the 2019-20 school year.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2019.

	All Student s	n	Hispani c	White	America n Indian	Asia n	Pacific Islande r		Econ Disad v	CWD	EL ^	Homeless ^	Foste r Care^
Federal (
4-year Lo	ngitudin	al Cohort	Graduatio	on Rate	e (Gr 9-12)	: Clas	s of 2019	9					
All Students	28.4%	25.0%	24.3%	42.1 %	-	*	-	-	26.1%	23.5 %	*	23.1%	*
CWD	23.5%	*	8.3%	*	-	-	-	-	20.0%	23.5 %	1	*	-
CWOD	29.4%	22.2%	27.6%	35.3 %	-	*	-	1	27.4%	-	*	27.3%	*
EL^	*	-	*	-	-	-	-	-	*	-	*	-	-
Male	31.3%	20.0%	29.4%	44.4 %	-	-	-	-	30.2%	*	*	*	*
Femal e	25.9%	28.6%	19.4%	40.0 %	-	*	-	-	22.2%	21.4 %	-	33.3%	-

Indicates results are masked due to small numbers to protect student confidentiality.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2020 TELPAS (Texas English Language Proficiency Assessment System) data.(EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iv) (English language proficiency results) for the 2019-20 school year.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(v) (school quality or student success indicator results) for the 2019-20 school year for elementary schools and secondary schools without a graduation rate. For secondary schools with CCMR (college, career, and military readiness) data, the results are reported.

^{&#}x27;-' Indicates there are no students in the group.

^{&#}x27;^' Ever in grades 9-12

	All Students	African American		White	American Indian		Pacific Islander		Econ Disadv	CWD	EL
School Quality (C	College, Ca	reer, and M	Military Re	adines	s Performa	ance)					
%Students meeting CCMR	27%	30%	28%	30%	*	*	-	*	29%	17%	*
'*' Indicates re	sults are ma	asked due t	o small nu	mbers t	o protect st	udent c	onfidentia	lity.			

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the longterm goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners language proficiency. (CWD: children with disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress) for the 2019-20 school year.

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vii) (percentage of students assessed and not assessed) for the 2019-20 school year.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		African Americ an	ic	е		Asian	Pacific Islander	Two or More Races	EL	Student s with Disabiliti es	with
Students Withou	ıt Disab	ilities									
In-School Susper	nsions										
Male	0	0	0	0	0	0	0	0	0		
Fem ale	0	0	0	0	0	0	0	0	0		
Total	0	0	0	0	0	0	0	0	0		
Out-of-School Su	spensior	าร	•								
Male	17	0	14	3	0	0	0	0	0		
Fem ale	9	3	6	0	0	0	0	0	0		
Total	26	3	20	3	0	0	0	0	0		
Expulsions											

Indicates there are no students in the group.

			African		Whit	India	Asian	Pacific	Two or	EL	Student	
		studen			е	n or Alas		Islander	More Races		S	with Disabilitie
		ts	an			ka			Races		with Disabiliti	Disabilitie
						Nativ e					es	(Section 504)
With	Male	0	0	0	0		0	0	0	0		00-1)
Educatio												
nal Services												
Services	Fem	0	0	0	0	0	0	0	0	0		
	ale	Ŭ	J	Ŭ	J	J	Ü	J	J	J		
	Total	0	0		0	0	0	0	0	0		
Withou	Male	0	0	0	0	0	0	0	0	0		
t Educatio												
nal												
Services												
	Fem	0	0	0	0	0	0	0	0	0		
	ale Total	0	0	0	0	0	0	0	0	0		
Under	Male	0	0		0	0	0	0	0	0		
Zero	iviale	l			J	J	U	U	U	U		
Toleranc												
e Dolining												
Policies	Fem	0	0	0	0	0	0	0	0	0		
	ale		U	U	U	U	U	U	U	U		
	Total	0	0	0	0	0	0	0	0	0		
School-Re												
	Male	0					0	0	0	0		
	Fem ale	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals				Ŭ	U	U		J	<u> </u>			
	Male	0		0	0	0	0	0	0	0		
	Fem	0	0	0	0		0	0	0	0		
	ale											
Ctualouto	Total		0	0	0	0	0	0	0	0		
Students In-School			55									
5611001	Male	0	0	0	0	0	0	0	0	0		0
	Fem	0			0		0	0	0	0		0
	ale											
	Total	. 0		0	0	0	0	0	0	0		0
Out-of-Sc							ما	اء	اء	<u></u>		
	Male Fem	6	0	4	0		0	0	0	0		1 0
	ale		1	1	U	U	U	U	U	U		U
	Total	8	1	5	0	2	0	0	0	0		1
Expulsion												
With	Male	0	0	0	0	0	0	0	0	0		0
Educatio												
nal Services												
30. 11003	Fem	0	0	0	0	0	0	0	0	0		0
	ale											
	Total	0	0	0	0	0	0	0	0	0		0

			African Americ an	ic	Whit e		Asian	Pacific Islander	Two or More Races	EL	Student s with Disabiliti es	with
Withou t Educatio nal Services	Male	0	0	0	0	0	0	0	0	0		0
	Fem ale	0			0	0	0	0	0	0		0
Under Zero Toleranc e Policies	Total Male	0	0	0	0	0	0	0	0	0		0
	Fem ale	0	0	0	0	0	0	0	0	0		0
School-R	Total elated A	0 rrests	0	0	0	0	0	0	0	0		0
	Male Fem ale Total	0	0	0	0	0	0	0	0	0		0
Referrals				U	U	U	U	U	Ч	U		
	Male Fem ale	0	0		0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Stude		iom										
Chronic A	Male	109	10	78	18	3	-8	-8	-8	-8	20	-8
	Fem ale	137	15		23	1	1	-8	-o -8	-8		-8
	Total	246	25	175	41	4	1	-8	-8	-8	36	-8

	Total
Incidents of Violence	•
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	1
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	

	Total
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total student s	African America n	Hispani c	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilitie s
Preschool P	rogram	S									
	Male	-9		-9	-9	-9	-9	-9	-9	-9	
	Fem ale			-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Accelerated											
Advance d Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Fem ale	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	
Internatio nal Baccalaure ate Courses	Male	9	-9	-9	-9	-9	-9	-9	-9	9	-9
	Fem ale	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	
Dual Enrollment/ Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Fem ale	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- '-' Indicates there are no data available in the group.
- '-3' Indicates skip logic failure.
- '-8' Indicates EDFacts missing data.
- '-9' Indicates not applicable / skipped.
- '-11' Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated

by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All So	chool
	Number	Percent
nexperienced Teachers, Principals, and Other School Leaders	3.8	46.9%
	•	
eachers Teaching with Emergency or Provisional Credentials	0.0	-
	•	•
eacher Who Are Not Teaching in the Subject or Field for Which	0.0	-
the Teacher is Certified or Licensed		

Part (x): Per-Pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the 2019-20 fiscal year.

To be updated by June 30th, 2021.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2019-20 school year.

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-20 school year.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 Percentages at NAEP Achievement Levels

				elow sic		Above sic	% At or Profi		% At Ad	lvanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3

				elow sic		Above sic	% At or Profi	Above cient	% At Ac	lvanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	•	1	1			ı		1	1	
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
0 1 0	lo "	0 "	00	0.7	07	70	0.5	0.4		1 4
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian		41		59		19		1
		Asian	8	13	92	87	59 *	57	11	13
		Pacific Islander		37		63		25		2
		Two or More Races Econ Disadv	26 43	24 40	74 57	76 60	25 15	37	1/-	5 1
		Students with Disabilities	81	68	19	32	3	7	n/a n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
		Learners		l						l
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2017-18 school year enrolled in a Texas public postsecondary education institution in the 2018-19 academic year. (CWD: children with disability; EL: English learner)

	All Students	African American	•	White	American Indian		Pacific Islander				EL
In-State Public Institutions	*	*	*	*	*	1	-	-	*	*	*

Indicates results are masked due to small numbers to protect student confidentiality.

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Indicates reporting standards not met.
Indicates data reporting is not applicable for this group.

Indicates there are no students in the group.

Texas Education Agency

2019-20 Federal Report Card for Texas Public Schools

Campus Name: RICHARD MILBURN ACADEMY MIDLAND SOUTH

Campus ID: 014801010

District Name: RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN)

Part (i): Description of State Accountability System

- (I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;
- (II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students:
- (III) the indicators used to meaningfully differentiate all public schools in the State;
- (IV) the State's system for meaningfully differentiating all public schools in the State, including --
- (aa) the specific weight of the indicators in such differentiation;
- (bb) the methodology by which the State differentiates all such schools;
- (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
- (dd) the methodology by which the State identifies a school for comprehensive support and improvement;
- (V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;
- (VI) the exit criteria established by the State, including the length of years established.

On March 27, 2020, the U.S. Department of Education (USDE) waived statewide assessment, accountability and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-20 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19). The waiver includes the report card provisions in section 1111(h)(1)(C)(i) (accountability system description).

Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2020-21 school year:

<u>Comprehensive Support and Improvement Schools</u>, <u>Targeted Support and Improvement Schools</u> and <u>Additional Targeted</u>

<u>Support Schools</u>.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2019-20 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(ii) (assessment results) for the 2019-20 school year.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2019-20 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(l) (other academic indicator results) for the 2019-20 school year.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2019.

Not applicable

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2020 TELPAS (Texas English Language Proficiency Assessment System) data.(EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iv) (English language proficiency results) for the 2019-20 school year.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability: EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(v) (school quality or student success indicator results) for the 2019-20 school year for elementary schools and secondary schools without a graduation rate. For secondary schools with CCMR (college, career, and military readiness) data, the results are reported.

	All Students	African American		White	American Indian		Pacific Islander		Econ Disadv	CWD	EL	
School Quality (C	School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	12%	*	11%	5%	-	-	-	-	13%	*	*	

Indicates results are masked due to small numbers to protect student confidentiality.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the longterm goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress) for the 2019-20 school year.

^{&#}x27;-' Indicates there are no students in the group.

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vii) (percentage of students assessed and not assessed) for the 2019-20 school year.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

							1				
						Indian or	Asian			E Students	
		studen		ic	е	Alaska		Islander	More		with
		ts	an			Native			Races	Disabiliti	Disabilitie
										es	S (0 t'
											(Section 504)
Students	\A/:4b a	t Disabi	lition								504)
			iities								
In-School				4	_			0	0		
	Male	1	_		0	0	0	0	0		
	Fema le	0	0	0	0	0	0	0	0	0	
	Total	1	0	1	0	0	0	0	0	0	
Out-of-Sc		spension	ıs			· ·			. I	-	
	Male	21		13	7	1	0	0	0	0	
	Fema	30	3	19	5	0	0	0	3	1	
	le		Ŭ		Ŭ	ŭ	J	J	ŭ	1	
	Total	51	3	32	12	1	0	0	3	1	
Expulsion											
With	Male	0	0	0	0	0	0	0	0	0	
Educatio		Ĭ	Ĭ	Ŭ	ŭ	Š	J	ŭ			
nal											
Services											
	Fema	0	0	0	0	0	0	0	0	0	
	le										
	Total	0	0	0	0	0	0	0	0	0	
Without	Male	0	0	0	0	0	0	0	0	0	
Educatio											
nal											
Services											
	Fema	0	0	0	0	0	0	0	0	0	
	le										
	Total	0	0	0	0	0	0	0	0	0	
Under	Male	0	0	0	0	0	0	0	0	0	
Zero											
Toleranc											
e Policies											
	Fema	0	0	0	0	0	0	0	0	0	
	le										
	Total	0	0	0	0	0	0	0	0	0	
School-Re											
	Male	1	0	1	0	0	0	0	0	0	

						Indian or	Asian				Students	
		studen ts	Americ an	ic	е	Alaska Native		Islander	More Races			with Disabilitie
											es	s (Section 504)
	Fema le	1	0	0	1	0	0	0	0	0		Í
	Total	2	0	1	1	0	0	0	0	0		
Referrals				1			- 1					
	Male	1			_	0		0		0		
	Fema le	1	0	0	1	0	0	0	0	0		
	Total	2	,	1	1	0	0	0	0	0		
Students			es									
In-School								0	0	_		
-	Male Fema	0	0	0	0	0	0	0	0	0		0
	le			U	U		U	Ü				0
Out-of-Sc	Total	0 Spension		0	0	0	0	0	0	0		0
Out-01-30	Male	8		6	2	0	0	0	0	0		0
	Fema			0		0	0	0	0			0
	le			Ů	_							
	Total	8	0	6	2	0	0	0	0	0		0
Expulsion						0		0	0	_		0
With Educatio nal Services	Male	0	0	0	0	0	0	0	0	0		O
Gervices	Fema le	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educatio nal Services		0	0	0	0	0	0	0	0			0
	Fema le	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Toleranc e Policies	Male	0	0	0	0	0	0	0	0	0		0
	Fema le	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Re												
	Male	0				0	0	0	0			0
	Fema le	0	0	0	0	0	0	0	0	0		0
	Total	0		0	0	0	0	0	0	0		0
Referrals								-			1	
	Male	0		0				0		0		0
	Fema le			_		0	0	0		0		0
	Total	0	0	0	0	0	0	0	0	0		0

			Americ	ic		Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	L	Students with Disabiliti es	
All Studer	nts											
Chronic Al	sentee	ism										
	Male	116	7	85	24	-8	-8	-8	-8	2	9	-8
I	Fema e	134	9	95	27	1	-8	-8	2	6	7	-8
	Total	250	16	180	51	1	-8	-8	2	8	16	-8
						•						

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	3
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0
	·

Part (viii)(II) This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

			African America n		White	Indian or Alaska Native		Pacific Islander			Students with Disabilitie s
Preschool P	rogram	S									
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Fem ale	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Accelerated	Course	work									
Advance d	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

			African America n	Hispani c	White	Indian or Alaska Native		Pacific Islander			Students with Disabilitie s
Placement Courses											
	Fem ale	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Internatio nal Baccalaure ate Courses	Male	9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Fem ale	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/ Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Fem ale	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- '-' Indicates there are no data available in the group.
- '-3' Indicates skip logic failure.
- '-8' Indicates EDFacts missing data.
- '-9' Indicates not applicable / skipped.
- '-11' Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All So	chool
	Number	Percent
nexperienced Teachers, Principals, and Other School Leaders	5.3	66.3%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which	0.0	-
the Teacher is Certified or Licensed		

^{-&#}x27; Indicates there are no data available in the group.
Blank cell indicates data are not applicable to this report.

Part (x): Per-Pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual

personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the 2019-20 fiscal year.

To be updated by June 30th, 2021.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2019-20 school year.

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-20 school year.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 Percentages at NAEP Achievement Levels

Grade Grade 4	Subject		% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade 1		Student Group	TX	US	TX	US	TX	US	TX	US
Clade +	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
						1		1	11	
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1

			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade Subject	Student Group	TX	US	TX	US	TX	US	TX	US	
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
		•				•		•		
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2017-18 school year enrolled in a Texas public postsecondary education institution in the 2018-19 academic year. (CWD: children with disability; EL: English learner)

^{&#}x27;*' Indicates reporting standards not met.
'n/a' Indicates data reporting is not applicable for this group.

	All Students	African American		White	American Indian	Pacific Islander				EL
In-State Public Institutions	*	*	*	*	-	-	-	*	*	-

Indicates results are masked due to small numbers to protect student confidentiality. Indicates there are no students in the group.

Texas Education Agency | Governance and Accountability | Performance Reporting

December 2020

Texas Education Agency

2019-20 Federal Report Card for Texas Public Schools

Campus Name: RICHARD MILBURN ACADEMY ODESSA

Campus ID: 014801002

District Name: RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN)

Part (i): Description of State Accountability System

- (I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;
- (II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students:
- (III) the indicators used to meaningfully differentiate all public schools in the State;
- (IV) the State's system for meaningfully differentiating all public schools in the State, including --
- (aa) the specific weight of the indicators in such differentiation;
- (bb) the methodology by which the State differentiates all such schools;
- (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
- (dd) the methodology by which the State identifies a school for comprehensive support and improvement;
- (V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;
- (VI) the exit criteria established by the State, including the length of years established.

On March 27, 2020, the U.S. Department of Education (USDE) waived statewide assessment, accountability and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-20 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19). The waiver includes the report card provisions in section 1111(h)(1)(C)(i) (accountability system description).

Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2020-21 school year:

<u>Comprehensive Support and Improvement Schools</u>, <u>Targeted Support and Improvement Schools</u> and <u>Additional Targeted</u>

<u>Support Schools</u>.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2019-20 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(ii) (assessment results) for the 2019-20 school year.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2019-20 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (other academic indicator results) for the 2019-20 school year.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2019.

	All Student s		-	White	America n Indian	Asia n	Pacific Islande r		Econ Disad v	CWD	EL^	Homeless ^	Foste r Care^
Federal (Graduatio	n Rates											
4-year Lo	ongitudin	al Cohort	Graduati	on Ra	te (Gr 9-12	2): Cla	ss of 20	19					
All Students	22.8%	42.9%	18.9%	33.3	*	1	-	*	15.7%	26.1 %	18.5 %	6.9%	*
CWD	26.1%	-	31.6%	*	-	-	-	1	15.4%	26.1 %	*	*	
CWOD	22.5%	42.9%	17.6%	35.7 %	*	-	-	*	15.7%	-	20.0	3.7%	*
EL^	18.5%	-	18.5%	1	-	-	-	1	7.1%	*	18.5 %	*	,
Male	18.5%	40.0%	14.8%	31.0 %	*	-	-	*	14.3%	25.0 %	7.7%	6.7%	*
Femal e	28.1%	*	24.4%	35.5 %	*	-	-	*	17.2%	28.6 %	28.6 %	7.1%	-

Indicates results are masked due to small numbers to protect student confidentiality.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2020 TELPAS (Texas English Language Proficiency Assessment System) data.(EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iv) (English language proficiency results) for the 2019-20 school year.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(v) (school quality or student success indicator results) for the 2019-20 school year for elementary schools and secondary schools without a graduation rate. For secondary schools with CCMR (college, career, and military readiness) data, the results are reported.

^{&#}x27;-' Indicates there are no students in the group.

^{&#}x27;^' Ever in grades 9-12

	All Students	African American		White	American Indian		Pacific Islander		Econ Disadv	CWD	EL
School Quality (College, C	areer, and	Military Ro	eadines	ss Perform	ance)					
%Students meeting CCMR	20%	10%	18%	25%	*	-	-	*	19%	38%	11%
'*' Indicates te				umbers	to protect s	student o	confidentia	ality.			

^{&#}x27;-' Indicates there are no students in the group.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress) for the 2019-20 school year.

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vii) (percentage of students assessed and not assessed) for the 2019-20 school year.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

	Total studen ts	Americ an			Indian or Alaska Native		Islander	_	L	with	with Disabilities
Students Without	Disabili	ties									
In-School Suspens	ions	-									
Male	0	0	0	0	0	0	0	0	0		
Fema	0	0	0	0	0	0	0	0	0		
le											
Total	0	0	0	0	0	0	0	0	0		
Out-of-School Susp	pensions										
Male	0	0	0	0	0	0	0	0	0		
Fema	0	0	0	0	0	0	0	0	0		
le											
Total	0	0	0	0	0	0	0	0	0		
Expulsions			<u> </u>			''		-		-	

		Total	African	Hispan	Whit	Indian or	Asian	Pacific	Two	Ε	Students	Students
		studen	Americ		е	Alaska		Islander			with	with
		ts	an			Native			More			Disabilities
									Race s		es	(Section 504)
With	Male	0	0	0	0	0	0	0		0		00.7
Education												
al												
Services	F	0	0	0		0	0	0		•		
	Fema le	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without	Male	5	0	2	3	0	0	0	0	0		
Education												
al Services												
Services	Fema	3	0	3	0	0	0	0	0	0		
	le	٦	J		3	J				J		
	Total	8	0	5	3	0	0	0	0	0		
Under	Male	0	0	0	0	0	0	0	0	0		
Zero Tolerance												
Policies												
- 0110100	Fema	0	0	0	0	0	0	0	0	0		
	le											
	Total	0	0	0	0	0	0	0	0	0		
School-Re					1						1	
	Male	0	0	0	0	0		0		0		
	Fema le	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals t						J			Ŭ	Ŭ		
	Male	0	0	0	0	0	0	0	0	0		
	Fema	0	0	0	0	0	0	0	0	0		
	le											
	Total	0	0	0	0	0	0	0	0	0		
Students												
In-School	Suspens Male	ions 0	0	0	0	0	0	0	0	0		0
	Fema	0	0	0	0	0	0	0	0			0
	le	J	J		J	U						
	Total	0	0	0	0	0	0	0	0	0		0
Out-of-Sch		pensions										
	Male	0	0	0	0	0		0		0		0
	Fema	0	0	0	0	0	0	0	0	0		0
	le Total	0	0	0	0	0	0	0	0	0		0
Expulsions		U	U	U	U	U	U	U	U	U		U
With	Male	0	0	0	0	0	0	0	0	0		0
Education			J		J		Ĭ			٥		
al												
Services	Far: -									_		
	Fema le	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without	Male	0	0	0	0	0		0				0
Education												

		Total studen ts			Whit e	Indian or Alaska Native	Asian	Pacific Islander			Students with Disabiliti es	with Disabilities
al												,
Services												
	Fema le	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Fema le	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Re	lated Arr	ests				·I						
	Male	0	0	0	0	0	0	0	0	0		0
	Fema le	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to	o Law Ei	nforceme	ent			'	''					
	Male	0	0	0	0	0	0	0	0	0		0
	Fema le	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Studen	ıts											
Chronic Ab	senteeis											
	Male	198	6	155	35	-8	-8	-8	2	1 5	22	-8
	Fema le	171	2	134	31	1	-8	1	2	7	11	-8
	Total	369	8	289	66	1	-8	1	4	2	33	-8

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0

	Total
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

			African America n	Hispani c	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilitie s
Preschool P	rogram	S									
	Male	-9	-9	-9	-9	-9	-9		-9	-9	
	Fem ale	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total		-9	-9	-9	-9	-9	-9	-9	-9	-9
Accelerated											
Advance d Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Fem ale	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	
Internatio nal Baccalaure ate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Fem ale	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/ Dual Credit Programs	Male	6	0	5	1	0	0	0	0	0	0
	Fem ale	6	0	5	1	0	0	0	0	0	0
	Total	12	0	10	2	0	0	0	0	0	0

- -' Indicates there are no data available in the group.
- '-3' Indicates skip logic failure.
- '-8' Indicates EDFacts missing data.
- '-9' Indicates not applicable / skipped.
- '-11' Indicates suppressed data.
 - Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All S	chool
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	5.7	41.6%
Teachers Teaching with Emergency or Provisional Credentials	0.9	7.1%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-
'-' Indicates there are no data available in the group.		
Blank cell indicates data are not applicable to this report.		

Part (x): Per-Pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the 2019-20 fiscal year.

To be updated by June 30th, 2021.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2019-20 school year.

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-20 school year.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 Percentages at NAEP Achievement Levels

				elow sic		r Above sic		% At or Above Proficient		vanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2

	Subject	Student Group	TX			sic		cient		
	-	-	1 ^	US	TX	US	TX	US	TX	US
N		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
						1		n-	0	
Grade 8 F	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
		To "						0.4		1.0
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20 *	20	80 *	80	*	44	13	13
		American Indian		49		51		15		3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander		45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%

Grade	Subject	Student Group	Rate
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

^{&#}x27;*' Indicates reporting standards not met.

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2017-18 school year enrolled in a Texas public postsecondary education institution in the 2018-19 academic year. (CWD: children with disability; EL: English learner)

	All Students	African American		White	American Indian		Pacific Islander		Disadv	CWD	EL
In-State Public Institutions	10%	*	13%	*	-	-	-	*	*	*	*

Indicates results are masked due to small numbers to protect student confidentiality.

Texas Education Agency | Governance and Accountability | Performance Reporting

December 2020

^{&#}x27;n/a' Indicates data reporting is not applicable for this group.

^{&#}x27;-' Indicates there are no students in the group.

Texas Education Agency

2019-20 Federal Report Card for Texas Public Schools

Campus Name: RICHARD MILBURN ACADEMY PASADENA

Campus ID: 014801009

District Name: RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN)

Part (i): Description of State Accountability System

- (I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;
- (II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students:
- (III) the indicators used to meaningfully differentiate all public schools in the State;
- (IV) the State's system for meaningfully differentiating all public schools in the State, including --
- (aa) the specific weight of the indicators in such differentiation;
- (bb) the methodology by which the State differentiates all such schools;
- (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
- (dd) the methodology by which the State identifies a school for comprehensive support and improvement;
- (V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;
- (VI) the exit criteria established by the State, including the length of years established.

On March 27, 2020, the U.S. Department of Education (USDE) waived statewide assessment, accountability and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-20 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19). The waiver includes the report card provisions in section 1111(h)(1)(C)(i) (accountability system description).

Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2020-21 school year:

<u>Comprehensive Support and Improvement Schools</u>, <u>Targeted Support and Improvement Schools</u> and <u>Additional Targeted</u>

<u>Support Schools</u>.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2019-20 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(ii) (assessment results) for the 2019-20 school year.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2019-20 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(l) (other academic indicator results) for the 2019-20 school year.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2019.

Not applicable

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2020 TELPAS (Texas English Language Proficiency Assessment System) data.(EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iv) (English language proficiency results) for the 2019-20 school year.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability: EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(v) (school quality or student success indicator results) for the 2019-20 school year for elementary schools and secondary schools without a graduation rate. For secondary schools with CCMR (college, career, and military readiness) data, the results are reported.

	All Students	African American		White	American Indian		Pacific Islander			CWD	EL
School Quality (C	College, Ca	reer, and I	Military Re	adines	s Performa	ance)					
%Students meeting CCMR	8%	*	6%	25%	-	-	-	-	7%	38%	0%

Indicates results are masked due to small numbers to protect student confidentiality.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the longterm goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress) for the 2019-20 school year.

^{&#}x27;-' Indicates there are no students in the group.

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vii) (percentage of students assessed and not assessed) for the 2019-20 school year.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

					<i>.</i>						
						Indian or	Asian	Pacific		E Students	Students
			Americ	ic	е	Alaska		Islander	More		with
		ts	an			Native			Races	Disabiliti	Disabilitie
										es	s (Section
											504)
Students	Withou	t Disabi	lities				l.	I.			00-7)
In-School											
III Concor	Male	2	0	2	0	0	0	0	0	0	
	Fema	2	0	2	0	0	0	0	0		
	le	_	Ŭ		Ŭ	J	J	Ŭ	J	J	
	Total	4	0	4	0	0	0	0	0	0	
Out-of-Sc		spension			<u> </u>	J	٧.		J	-	
3 3. 0. 00	Male	20		19	0	0	0	0	0	2	
	Fema	6	0	6	0	0	0	0	0	0	
	le				ĭ	J	J	ĭ	J		
	Total	26	1	25	0	0	0	0	0	2	
Expulsion	s					·	U			•	
With	Male	0	0	0	0	0	0	0	0	0	
Educatio											
nal											
Services											
	Fema	0	0	0	0	0	0	0	0	0	
	le										
	Total	0	0	0	0	0	0	0	0		
Without	Male	3	0	3	0	0	0	0	0	0	
Educatio											
nal Services											
OCI VICES	Fema	1	0	1	0	0	0	0	0	1	
	le	'	l d	'	J	ď	U	Ŭ	٩		
	Total	4	0	4	0	0	0	0	0	1	
Under	Male	0	0	0	0	0	0	0	0	- 1	
Zero	maio	Ŭ	Ĭ	Ŭ	Ĭ	ŭ	Ŭ	ŭ	ŭ	ŭ	
Toleranc											
e Policies											
	Fema	0	0	0	0	0	0	0	0	0	
	le										
	Total	0	0	0	0	0	0	0	0	0	
School-Re			·				u		-11		
	Male	0	0	0	0	0	0	0	0	0	

		Total	African	Hispan	Whit	Indian or	Asian	Pacific	Two or	Ε	Students	Students
			Americ	ic	е	Alaska Native		Islander	More Races		with Disabiliti	with Disabilitie
		ts	an			Native			Races		es	Disabilitie S
												(Section 504)
	Fema le	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals		nforcem										
	Male	0	0			0		0	0	_		
	Fema le	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students			s									
In-School											1	
	Male	0				0		0	0			0
	Fema le	1	0	1	0	0	0	0	0	0		0
	Total	1	0	1	0	0	0	0	0	0		0
Out-of-Sc		_		1								
	Male	1	0		0	0		0		0		0
	Fema le	0	0	0	0	0	0	0	0	0		0
	Total	1	0	1	0	0	0	0	0	0		0
Expulsion	S											
With Educatio nal Services	Male	0	0	0	0	0	0	0	0	0		0
	Fema le	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educatio nal Services		0	0	0	0	0	0	0	0			0
	Fema le	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Toleranc e Policies	Male	0	0	0	0	0	0	0	0	0		0
	Fema le	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Re		rrests										
	Male	0		0	0	0	0	0	0			0
	Fema le	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals		nforcem	nent									
	Male	0		0		0		0		0		0
	Fema le	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0

All Stude	nte		Americ	ic		Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	L	Students with Disabiliti es	Students with Disabilitie s (Section 504)
Chronic A	bsentee	ism										
	Male	132	5	123	4	-8	-8	-8	-8	1 5	14	-8
	Fema le	162	2	153	7	-8	-8	-8	-8	2	13	-8
	Total	294	7	276	11	-8	-8	-8	-8	3	27	-8
				•							•	

	Total
Incidents of Violence	·
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	8
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	1
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

	student s	African America n		White	Indian or Alaska Native		Pacific Islander			Students with Disabilitie s
Preschool Prog	rams									
N.	1ale -9	-9	-9	-9	-9	-9	-9	-9	-9	-9
F ale	em -9	-9	-9	-9	-9	-9	-9	-9	-9	-9
T	otal -9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Accelerated Co	ursework									

			African America n	Hispani c	White	Indian or Alaska Native	Asian	Pacific Islander			Students with Disabilitie s
Advance d Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Fem ale	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Internatio nal Baccalaure ate Courses	Male	9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Fem ale	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/ Dual Credit Programs		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Fem ale	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.
- '-3' Indicates skip logic failure.
- '-8' Indicates EDFacts missing data.
- '-9' Indicates not applicable / skipped.
- '-11' Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

High Poverty

	All S	chool
	Number	Percent
nexperienced Teachers, Principals, and Other School Leaders	3.0	44.1%
Teachers Teaching with Emergency or Provisional Credentials	1.0	14.7%
Feacher Who Are Not Teaching in the Subject or Field for Which	0.0	-
the Teacher is Certified or Licensed		
5 1		
'-' Indicates there are no data available in the group. Blank cell indicates data are not applicable to this report.		

Part (x): Per-Pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the 2019-20 fiscal year.

To be updated by June 30th, 2021.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2019-20 school year.

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-20 school year.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 Percentages at NAEP Achievement Levels

				elow sic		r Above sic		Above cient	% At Ad	lvanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
		-				1		1-	-	
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1

				elow sic		r Above sic		Above cient	% At Advanced		
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US	
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4	
Olddo o	rtodding	Black	53	46	47	54	41	15	n/a	1	
		Hispanic	38	37	62	63	19	22	1	2	
		White	20	18	80	82	35	42	3	5	
		American Indian	*	41	*	59	*	19	*	1	
		Asian	8	13	92	87	59	57	11	13	
		Pacific Islander	*	37	*	63	*	25	*	2	
		Two or More Races	26	24	74	76	25	37	1	5	
		Econ Disadv	43	40	57	60	15	20	n/a	1	
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a	
		English Language Learners	66	72	34	28	4	4	n/a	n/a	
				1		1		10	1	1	
	Mathematics	Overall	32	31	68	69	30	34	7	10	
		Black	48	53	52	47	16	14	2	2	
		Hispanic	37	43	63	57	21	20	3	4	
		White	20	20	80	80	44	44	13	13	
		American Indian	*	49	*	51	*	15	*	3	
		Asian	10	12	90	88	71	64	36	33	
			*	4.	*	55	*	21	*	4	
		Pacific Islander	*	45		55		۷ ا		•	
		Pacific Islander Two or More Races	* 25	27	75	73	41	38	11	12	
					75 59		41 19		11 2		
		Two or More Races	25	27		73		38		12	

State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient **Students**

Grade	Subject	Student Group	77%		
Grade 4	Reading	Students with Disabilities			
		English Learners	94%		
	Mathematics	Students with Disabilities	79%		
		English Learners	97%		
Grade 8	Reading	Students with Disabilities	83%		
		English Learners	96%		
	Mathematics	Students with Disabilities	88%		
		English Learners	97%		

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2017-18

^{&#}x27;*' Indicates reporting standards not met.
'n/a' Indicates data reporting is not applicable for this group.

school year enrolled in a Texas public postsecondary education institution in the 2018-19 academic year. (CWD: children with disability; EL: English learner)

	All Students	African American		White	American Indian		Pacific Islander				EL
In-State Public Institutions	26%	-	26%	ı	-	1	1	1	*	*	*

Indicates results are masked due to small numbers to protect student confidentiality. Indicates there are no students in the group.

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December 2020